

SUFFRAGETTE



IN CINEMAS MONDAY 12TH OCTOBER

SOCIAL CHANGERS CURRICULUM LINKS

This document details the resource's secondary school curriculum links for England, Northern Ireland, Scotland and Wales.

NATIONAL CURRICULUM FOR ENGLAND

Curriculum subject	Subject area	Curriculum links	Resource section
History		<p>Pupils should:</p> <ul style="list-style-type: none"> extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so it provides a well-informed context for wider learning. identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> challenges for Britain, Europe and the wider world from 1901 to the present day, in addition to studying the Holocaust. This could include: <ul style="list-style-type: none"> women's suffrage 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>
Citizenship		<p>Pupils should be taught about:</p> <p>Key Stage 3</p> <ul style="list-style-type: none"> the development of the political system of democratic government in the United Kingdom, including the roles of citizens, Parliament and the monarch. the operation of Parliament, including voting and elections, and the role of political parties. the precious liberties enjoyed by the citizens of the United Kingdom. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>

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Citizenship (continued)		<p>Key Stage 4</p> <ul style="list-style-type: none"> the different electoral systems used in and beyond the United Kingdom and actions citizens can take in democratic and electoral processes to influence decisions locally, nationally and beyond. the different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering as well as other forms of responsible activity. 	
PSHE		<p>All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.</p> <p>The PSHE Association advises the following:</p> <p>Living in the wider world Pupils should be taught:</p> <ul style="list-style-type: none"> about rights and responsibilities as members of diverse communities, as active citizens and participants in the local and national economy. <p>Pupils should have the opportunity to learn:</p> <p>Key Stage 3</p> <ul style="list-style-type: none"> about the primacy of human rights, and how to safely access sources of support for themselves or their peers if they have concerns or fears about those rights being undermined or ignored. <p>Key Stage 4</p> <ul style="list-style-type: none"> about the unacceptability of all forms of discrimination, and the need to challenge it in the wider community including the workplace. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>
English	Writing	<p>Pupils should be taught to:</p> <p>Key Stage 3 write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> writing for a wide range of purposes and audiences, including: <ul style="list-style-type: none"> well-structured formal expository and narrative essays. stories, scripts, poetry and other imaginative writing. notes and polished scripts for talks and presentations. 	<p>Suffragette - Social Changers lesson</p>

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English (continued)	Writing (continued)	<p>Key Stage 4 Write accurately, fluently, effectively and at length for pleasure and information through:</p> <ul style="list-style-type: none"> • adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain, instruct, give and respond to information, and argue. • selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis. 	
	Spoken English	<p>Key Stage 3 Pupils should be taught to speak confidently and effectively, including through:</p> <ul style="list-style-type: none"> • using standard English confidently in a range of formal and informal contexts, including classroom discussion. • giving short speeches and presentations, expressing their own ideas and keeping to the point. • participating in formal debates and structured discussions, summarising and/or building on what has been said. <p>Key Stage 4</p> <ul style="list-style-type: none"> • Working effectively in groups of different sizes and taking on required roles, including leading and managing discussions, involving others productively, reviewing and summarising, and contributing to meeting goals/deadlines. • Listening to and building on the contributions of others, asking questions to clarify and inform, and challenging courteously when necessary. • Planning for different purposes and audiences, including selecting and organising information and ideas effectively and persuasively for formal spoken presentations and debates. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>
Art and design		<p>Pupils can:</p> <ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences. <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work. 	<p>Suffragette - Social Changers lesson</p>

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NORTHERN IRELAND CURRICULUM

Curriculum subject	Subject area	Curriculum links	Resource section
Environment and society	History	<p>Key Stage 3 Developing pupils' knowledge, understanding and skills:</p> <ul style="list-style-type: none"> investigate the past and its impact on our world today through an understanding of: <ul style="list-style-type: none"> different perspectives and interpretations. cause and effect. continuity and change. progression and regression. <p>Developing pupils as individuals:</p> <ul style="list-style-type: none"> investigate individuals who are considered to have taken a significant moral stand and examine their motivation and legacy. <p>Developing pupils as contributors to society:</p> <ul style="list-style-type: none"> investigate the impact of significant events/ ideas of the 20th century on the world, for example women's rights. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>
Learning for life and work	Local and global citizenship	<p>Key Stage 3 Diversity and inclusion:</p> <ul style="list-style-type: none"> Investigate ways in which individuals and groups express their identity. Human rights and social responsibility. Investigate key human rights principles. <p>Democracy and active participation:</p> <ul style="list-style-type: none"> Investigate the basic characteristics of democracy. They also gain an awareness of some key democratic institutions and their role in promoting inclusion, justice and democracy. <p>Key Stage 4</p> <ul style="list-style-type: none"> Develop their understanding of the role of society and government in safeguarding individual and collective rights in order to promote equality and to ensure that everyone is treated fairly. Develop their understanding of how to participate in a range of democratic processes. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>

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Curriculum subject	Subject area	Curriculum links	Resource section
Language and literacy	English with media education	<p>Key Stage 3 Developing pupils' knowledge, understanding and skills:</p> <ul style="list-style-type: none"> through engagement with a range of stimuli, pupils should have opportunities to become critical, creative and effective communicators by: <ul style="list-style-type: none"> expressing meaning, feelings and viewpoints talking to include debate, role-play, interviews, presentations and group discussions. listening actively and reporting back. reading and viewing for key ideas. enjoyment, engagement and empathy. writing and presenting in different media and for different audiences and purposes. participating in a range of drama activities. interpreting visual stimuli including the moving image. <p>Developing pupils as individuals:</p> <ul style="list-style-type: none"> explore issues related to moral character: <ul style="list-style-type: none"> demonstrate a willingness to challenge stereotypical, biased or distorted viewpoints with appropriately sensitive, informed and balanced responses. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>
The arts	Art and design	<p>Developing pupils as contributors to society: young people should have opportunities to:</p> <ul style="list-style-type: none"> make an informed and critical response to a social issue. 	Suffragette - Social Changers lesson

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Curriculum subject	Subject area	Curriculum links	Resource section
	Drama	<p>Developing pupils as individuals: young people should have opportunities to:</p> <ul style="list-style-type: none"> • explore issues related to moral character: <ul style="list-style-type: none"> • demonstrate the ability and willingness to challenge stereotypical, biased or distorted viewpoints. • explore ways in which uplifting/spiritual experiences can be conveyed through gesture, expression, movement, dance, etc, for example, expressing hope, celebrating success etc. <p>Developing pupils as individuals: explore issues related to ethical awareness:</p> <ul style="list-style-type: none"> • explore ethical issues through the medium of drama. 	Suffragette - Social Changers lesson

CURRICULUM FOR EXCELLENCE, SCOTLAND

Curriculum subject	Subject area	Experiences and outcomes, Third and Fourth level	Resource section
Social Studies	People, past events and societies	<p>Third</p> <ul style="list-style-type: none"> • I can use my knowledge of a historical period to interpret the evidence and present an informed view. SOC 3-01a • I can describe the factors contributing to a major social, political or economic change in the past and can assess the impact on people's lives. SOC 3-05a • I can discuss the motives of those involved in a significant turning point in the past and assess the consequences it had then and since. SOC 3-06a • Through researching, I can identify possible causes of a past conflict and report on the impact it has had on the lives of people at that time. SOC 3-06b 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>

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Curriculum subject	Subject area	Experiences and outcomes, Third and Fourth level	Resource section
Social Studies (continued)	People, past events and societies (continued)	<p>Fourth</p> <ul style="list-style-type: none"> I can evaluate conflicting sources of evidence to sustain a line of argument. SOC 4-01a I can present supported conclusions about the social, political and economic impacts of a technological change in the past. SOC 4-05a Having critically analysed a significant historical event, I can assess the relative importance of factors contributing to the event. SOC 4-06a I can assess the impact for those involved in a specific instance of the expansion of power and influence in the past. SOC 4-06d 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>
Literacy and English	Listening and talking	<p>Third/Fourth</p> <ul style="list-style-type: none"> As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-05a/LIT 4-05a 	Suffragette - Social Changers lesson
	Reading	<p>Third/Fourth</p> <ul style="list-style-type: none"> Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a/LIT 4-14a 	Suffragette - Social Changers lesson
Expressive arts	Art and design	<p>Third</p> <ul style="list-style-type: none"> I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. EXA 3-03a <p>Fourth</p> <ul style="list-style-type: none"> I can use the visual elements and concepts with sensitivity to express qualities and relationships and convey information, thoughts and feelings. EXA 4-03a 	Suffragette - Social Changers lesson

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Curriculum subject	Subject area	Experiences and outcomes, Third and Fourth level	Resource section
	Drama	<p>Third</p> <ul style="list-style-type: none"> Having developed ideas from a range of stimuli, I can contribute to devising, rehearsing and presenting drama or scripts. EXA 3-14a <p>Fourth</p> <ul style="list-style-type: none"> In response to a variety of stimuli, I can use my understanding of characterisation to create characters using different approaches, making use of voice, movement and language. I can present my work to an audience. EXA 4-14a 	<p>Suffragette - Social Changers lesson</p>
Religious and moral education	Development of beliefs and values	<p>Third</p> <ul style="list-style-type: none"> I can explain how the different beliefs that people have, including beliefs which are independent of religion, relate to their moral viewpoints and how this leads them to respond to moral issues. RME 3-09c <p>Fourth</p> <ul style="list-style-type: none"> I can explain my own responses to the benefits and challenges presented by the increasing diversity of belief to modern Scotland and the wider world. RME 4-09c 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>

THE NATIONAL CURRICULUM FOR WALES

Curriculum subject	Subject area	Range of experiences	Resource section
History	Chronological awareness	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> use a range of chronological frameworks. explain links between people, events and changes within and across the periods studied. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>
	Historical knowledge and understanding	<p>Pupils should be given opportunities to:</p> <ul style="list-style-type: none"> evaluate the significance of the main events, people and changes studied. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>

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Curriculum subject	Subject area	Range of experiences	Resource section
Personal and social education framework	Active citizenship	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> be moved by injustice, exploitation and denial of human rights. participate in school and the wider community. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>
English	Oracy	<p>Learners should be given opportunities to:</p> <ul style="list-style-type: none"> see and hear different people talk, including successful speakers and people with different dialects, and respond to what is being seen and heard communicate for a range of purposes. <p>Range: view extracts as complete texts:</p> <ul style="list-style-type: none"> that extend pupils' intellectual, moral and emotional understanding. that reflect the diversity of society in the 21st century. <p>Pupils should be given opportunities to develop their oral skills through:</p> <ul style="list-style-type: none"> listening and viewing attentively, responding to a wide range of communication. communicating clearly and confidently, expressing reasoned opinions, adapting talk to audience and purpose, using appropriate gesture, intonation and register in order to engage the listener. <p>Range:</p> <ul style="list-style-type: none"> seeing and hearing different people talking, including people with different dialects. communicating for a range of purposes, eg argument, debate, analysis, formal presentation, exploration and consideration of ideas in literature and the media. 	<p>Suffragette - Social Changers lesson</p> <p>Suffragette - Social Changers assembly</p>

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Art and design	Range	<p>Pupils should be stimulated and inspired, where appropriate, by:</p> <ul style="list-style-type: none"> • the work of their peers • media • ideas • styles • images and artefacts from a variety of historical and contemporary cultures and contexts. 	<i>Suffragette</i> - Social Changers lesson
	Making	<p>Design and make images and artefacts using a variety of materials, processes and ideas.</p> <p>Experience a wide range of techniques and media to:</p> <ul style="list-style-type: none"> • realise their ideas • express their feelings • communicate meaning. 	<i>Suffragette</i> - Social Changers lesson